DOCUMENT RESUME

ED 200 478 SO 013 240

TITLE International Meeting of Experts on the Evaluation and Development of the Associated Schools Project on Education for International Co-operation and Peace (UNESCO House, Paris, September 8-12, 1980). Final Report.

INSTITUTION United Nations Educational, Scientific, and Cultural Organization, Paris (France).

PUB DATE 12 Sep 80

NOTE 18p.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.

DESCRIPTORS Early Childhood Education; Educational Assessment; *Educational Cooperation; Educational Development; *Educational Needs; Educational Objectives; Elementary Secondary Education; *Global Approach; International Relations; *Peace; School Role; Teacher Education; Vocational Education; World Problems

IDENTIFIERS *Associated Schools Project

ABSTRACT

Ways and means are suggested by educational experts from 17 UNESCO member states for developing the Associated Schools Project in Education for International Cooperation and Peace. Launched in 1953, the project was intended to sensitize teachers and students to the need for peace and respect for human rights and to prepare them to accomplish tasks aimed toward these objectives including preparing instructional materials and carrying out community-oriented activities. Although the project has grown considerably since its inception (it is now a network of 1,400 schools in over 70 countries) and has been successful in many of its endeavors, the experts noted a number of problems in the areas of diffusing and generalizing individual project activities, counteracting negative effects of extra-educational influences such as the media, and in sustaining active teacher participation. To counteract problems and to further develop the Associated Schools Project, the experts offered some general principles and specific activities. General principles include encouraging educators to be objective in their interpretation of world events and committed to international understanding. Specific recommendations include expanding project activities to pre-primary and vocational schools, integrating UNESCO associated schools into the national school systems of their respective countries, stressing the role of the United Nations in solving world problems, furthering interdisciplinary teaching methods, developing educational materials, and encouraging exchange of material and equipment at national and international levels. A directory of conference participants concludes the document. (DB)

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ED200478

International Meeting of Experts on the Evaluation and Development of the Associated Schools Project on Education for International Co-operation and Peace

Unesco House, Paris, 8—12 September 1980

Report

SP 013 240

ED-80/CONF.622/6
PARIS, 12 September 1980
Original: English

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

INTERNATIONAL MEETING OF EXPERTS ON THE EVALUATION AND DEVELOPMENT OF THE ASSOCIATED SCHOOLS PROJECT IN EDUCATION FOR INTERNATIONAL CO-OPERATION AND PEACE

Unesco House, Paris, 8-12 September 1980

FINAL REPORT

INTRODUCTION

1. A group of 18 experts met at Unesco from 8 to 12 September 1980 to suggest ways and means to further the renewal and development of the Associated Schools Project in Education for International Co-operation and Peace.

2. The meeting was convened by the Director-General in pursuance of resolution 1/1.5 and 2.3/1 adopted by the General Conference at its twentieth session in November 1978. The experts, who came from 17 Member States and who participated in a private capacity, are listed in Annex I.

3. The meeting was opened on behalf of the Director-General by Mr. W. Conton, Director of the Division of Equality of Educational Opportunities and Special Programmes. Mr. Conton emphasized the importance of the meeting and drew attention to the urgent need to reinforce, more than ever and by all available means, education for international co-operation and peace and consequently the necessity to renew and develop the Associated Schools Project. He pointed out the various ways in which peace is seriously threatened in the world, e.g. how conflicts and tensions in one part of the world can have severe repercussions elsewhere, the widening and despairing gap between rich and poor countries and the accelerating arms race which mobilizes massive human and financial resources for the eventual destruction of mankind rather than for the construction of a better world. Mr. Conton indicated some of the results achieved through the Associated Schools Project in developing educational content with regard to the study of world problems and the United Nations system, human rights, other countries and cultures, man and his environment and teaching methodology (e.g. interdisciplinary approaches, socio-affective methods, etc.). Progress on the implementation of the Project was reviewed at the:

national level (additional number of countries and institutions taking part in the Project, the conducting of more and more national seminars and workshops, etc.);

regional level (the organization of subregional and regional encounters and exchanges of Associated School representatives); and

international level (systematic holding of international conferences on the Project, provision of relevant material and documentation, etc.).

However, in spite of numerous achievements Mr. Conton mentioned that the full potential of the Project had not yet been entirely developed and he hoped that as a result of the meeting the Project would be renewed in order to serve as a more effective instrument in furthering education for international understanding.

4. At the opening session the following officers were elected:

Chairman:	Mr. Prem Kirpal (India)
Rapporteur:	Mr. Hans-Wolf Rissom (Federal Republic of Germany)
Vice-Chairwoman:	Miss Esther de Zavaleta (Argentina)

5. The main working document was Part A (general introduction and conclusions) of the report on the Evaluation on the Unesco Associated Schools Project (ED-80/CONF.622/3) conducted by Dr. Stacy Churchill (Canada) and Dr. Issa Omari (Tanzania). In addition, the experts were provided with a discussion guide, a paper presenting preliminary comments and suggestions submitted in advance by some of the participants and a number of reference documents. Participants emphasized the usefulness of the working document and the pedagogical value of the discussion guidelines.

6. The first day of the meeting was devoted to a general discussion on the implementation of the Project in the countries of the participants and a presentation of some of its strengths and weaknesses. The participants' contributions reflected not only the diversity of ways in which the Project operates in Member States but also quantitative differences. Some countries have had Associated Schools since the Project was launched in 1953 whilst others have joined it only recently. It was pointed out that the number of participating institutions per country varies considerably: from 4 schools to 246. However, in all cases it was pointed out that the number of Associated Schools as compared to the total number of schools in any particular country is only a small percentage, which raises the question of the role and responsibilities of Associated Schools within the framework of the overall educational system.

7. As concerns some of the strengths of the Project, mention was made of the considerable potentialities the Project offers both to participating institutions and to the national education authorities. Participants mentioned numerous examples of practical and successful projects conducted by individual schools and by the national co-ordinating bodies. One of the strengths of the Project lies in the sensitizing of teachers and students to the need for peace, respect for human rights, etc., and preparing them to accomplish these tasks. The possibility of participating in the preparation of instructional material has interested an increasing number of teachers in the Project. A major benefit of the Project is that it enables schools to receive directly Unesco and other United Nations material and to be linked to an international network, which cuts across national boundaries and ideological frontiers. In some countries Associated Schools have been successful in taking innovative action in the fields of curriculum development and the carrying out of community-oriented activities. One country instituted the awarding of prizes to the most active Associated Schools and it was felt there that this type of recognition motivated schools to become more active. In another country the Project contributed to the improvement and renewal of textbooks in the light of education for international understanding.

8. Participants also indicated a number of problems encountered in carrying out the Project. For example, since the success of the Project often depends to a large extent on the interest and enthusiasm of individual teachers, ways must be constantly sought to sustain their active participation, and to improve their teaching abilities. In spite of the considerable interest of some Member States

in taking part in the Project, they do not always possess all the necessary human, technical and financial resources to do so. In some cases the curriculum is already overloaded and it is difficult to introduce new dimensions in it. In other cases, teachers sometimes resist using new methods of teaching which are often needed to promote effectively education for international understanding. The problem of too many institutions wishing to take part in the Project has arisen in some countries which do not have the means to cope with such an extension. Another aspect of the Project is to ensure exchanges (of teachers, students, correspondence, artefacts, etc.), among Associated Schools but certain problems have been encountered in contacting Associated Schools to collaborate in such endeavours.

9. The difficulty in diffusing and generalizing the results obtained by Associated Schools was mentioned several times. In addition to the carrying out of individual projects and activities it is necessary to improve and intensify the transfer of the results to other schools which do not belong to the system. Several times mention was made of the need for the Secretariat to prepare a manual on the implementation of the Project. As many attitudes and outlooks are formed outside the formal school setting, particularly by the mass media, ways must be found within the school to counteract negative effects. There is a need to ensure the translation of Unesco and other relevant United Nations documentation into a national language, other than the official languages of the United Nations system. The problem of involving schools in the rural areas in the Project was underlined. Several participants emphasized that education for international understanding should not be a separate subject or an isolated activity but it should permeate the entire school curricula.

10. After this general discussion a summary of the external evaluators' conclusions and recommendations was given by Mrs. Elizabeth Khawjkie of the Section of Education for International Understanding, Co-operation and Peace. Mr. Jean-Baptiste de Weck, Chief, Division of the Promotion and Circulation of Information, introduced the work done by Unesco Clubs and stressed their linkage with the Associated Schools Project.

11. In order to examine the items on the agenda in more depth, the plenary session was divided into two working commissions. Each commission elected its own officers:

Commission I

Chairman:	Mr. J. Sládek (Czechoslovakia)
Vice-Chairman:	Mr. P. Morren (Belgium)
Rapporteur:	Mr. G. Scotney (United Kingdom)

Commission II

Chairwoman:	Mrs. M. de Vits (Belgium)
Vice-Chairwoman:	Mrs. P. Héder (Hungary)
Rapporteurs:	Mr. J. Molina (Bolivia)
	Mrs. L. Señora (Philippines)
	Mr. W. Morehouse (United States of America)

I. SUGGESTIONS ON THE RENEWAL AND FURTHER DEVELOPMENT OF THE ASSOCIATED SCHOOLS PROJECT

A. Objectives, educational content, teaching methods and material (at the primary, secondary and teacher-training levels of education)

(1) Objectives

12. The growing economic, political, cultural and social interdependence of the present-day world, the existing international tensions and conflicts, the violations of human rights, the arms race and the persisting inequalities to be observed in many parts of the world, the increasing internationalization of our everyday life show that the need for peace and international understanding and co-operation has never been so pressing as it is now. In the present circumstances education for international understanding, co-operation and peace is a matter of crucial importance for the survival of mankind. The implementation of the Unesco Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (to be referred to for the purpose of this report as the Recommendation) which was adopted by the General Conference at its eighteenth session in 1974 therefore becomes today a predominant task for national educational authorities, international organizations and the whole educational community of the world. Educational authorities in the Member States should be reminded of the existence of the Recommendation and of the fact that the acceptance of this instrument at the General Conference places responsibility upon them to give the necessary support for its implementation.

13. While acknowledging that the implementation of the Recommendation is a task which has to be faced by the whole system of education in Member States it was stated that the Unesco Associated Schools Project, being at the same time an international and a national pilot programme, has a specific role to play in this respect. For the participating institutions the Project is "a window on the world" which opens up possibilities for international exchanges and contacts. On the other hand the Project provides for Unesco a "window to the school", i.e. it enables the Organization to obtain information on classroom activities directly from schools and teachers at the local level. Because of this two-way linkage it was recommended that the Associated Schools Project should be considered both by Unesco and by Member States as one of the main vehicles to further the provisions of the Recommendation.

14. It was recalled that the overriding objective of the Associated Schools Project was until now to conduct, within the framework of the existing curriculum, experiential activities on specific themes in order to further education for international co-operation and peace. These activities were to be designed in a way to develop educational content in a perspective of international education, to elaborate adequate teaching methods and to prepare relevant materials accordingly. Schools and national authorities were to report periodically to the Unesco Secretariat in order to facilitate the exchange of experience on a world-wide basis. The participants endorsed these overriding objectives of the Project stressing in particular the necessity that any positive results achieved through these activities be widely diffused within and outside the country so that other schools can learn from them and undertake similar action.

15. In order to enable Associated Schools to play the active and dynamic role that is expected of them, it is necessary that Member States formulate their own national strategies, operational objectives and, whenever possible, take legislative measures to launch and develop the Project and to ensure its impact

on the educational community. Consequently, it is urged that Member States will make available the necessary moral, human and financial support needed to achieve the objectives of the Project. These strategies should be designed in a flexible way which permit the participating institutions, teachers, students, etc., to take part in their formulation. In this way, the national objectives will be broadly accepted and attainable and will ensure that the work of Associated Schools does not remain in isolation.

16. One of the main objectives of the Associated Schools Project is to facilitate the communication between teachers and students belonging to different political systems, cultures and regions, and to contribute, by means of educational activities to establishing closer contacts and better understanding. This is particularly true for the communication between industrialized and developing countries. But also within a region the Associated Schools Project provides a most useful framework for exchanges between educators and students of countries that are separated by ideological or other divisions.

17. In addition some general principles have been formulated for the implementation of the Project:

schools, teachers and students involved in the Project have a special commitment to be objective. Objectivity means to avoid a one-sided presentation or interpretation of international events and world issues and to try to understand the positions of all concerned;

the results of any education for international understanding are very much dependent on the personal commitment of the individual teacher and on the credibility of the message he communicates;

it is necessary to create within the Associated Schools an atmosphere which encourages initiatives to be taken by teachers or students and which stimulates co-operation among them;

the participation in the Project places special responsibility on the director of the school, on the support he gives, and his ability to promote relevant activities.

18. Suggestions were made as to the type of schools which should take part in the Project. In addition to the present primary and secondary schools and teacher-training institutions, it was recommended that the Project should include pre-primary and technical and vocational schools. Where appropriate non-formal education centres should also be given the opportunity to join the Project. Being aware that an unlimited expansion of the Project causes problems of financing and co-ordination, the participants recommended that the schools should represent a cross-section of schools in the country and should be located in rural as well as urban areas. Efforts should be made to encourage all Member States of Unesco to join the Project.

19. On several occasions it was stressed that Unesco Associated Schools should not be considered as separate and "privileged" schools, but that they have to be seen as an integral part of the education system which could, through their special experiences as well as through their linkage with the international community, contribute to the improvement of educational content, methods and material in the perspective of international understanding, co-operation and peace.

(2) Educational content

20. The meeting agrees to the value of having main themes to be studied by participating institutions and endorses the following four main areas:

(a) world problems and the role of the United Nations system in solving them;

(b) human rights;

(c) other countries and cultures;

(d) man and his environment.

These themes were considered sufficiently broad to cover a wide range of subthemes. These themes and subthemes often interrelate and this can be shown by preparing a matrix. It should, however, be understood that this list is not exhaustive and that Member States and individual schools should select their own themes in accordance with their interest and priorities. Special mention was also made to the study of the major problems of mankind listed in paragraph 18 of the Recommendation.

21. The meeting felt that emphasis should not only be given to world problems but an equal emphasis should be laid on the many achievements in finding solutions to problems. In this connection it was pointed out that the teaching about the United Nations and its Specialized Agencies needs to be further developed. Instead of teaching about the complicated structures and procedures of these organizations an issue-oriented approach should be adopted underlining the interdependence of the present-day world which calls for international co-operation.

22. The importance of the teaching about human rights which were considered as a universally accepted system of values was stressed. Participants recommended that education for international understanding and peace should give more emphasis than in the past to the teaching about human values and about human relations.

23. The question of human relations is vital for the treatment of the fourth theme "Man and his environment". This topic which found a great interest among participants, should not be restricted to the question of pollution or to the preservation of nature but should cover the whole set of social, cultural, emotional or other relations between Man and his milieu. The topic includes not only the local environment of the student but permits teachers to explain to students the specific place their community and country has in the world.

24. The theme "Other countries and other cultures" is one of the most studied subjects of Associated Schools. The appreciation of other cultures was still considered as a valid educational goal. Participants felt, however, that more emphasis should be given to the interrelation of different cultures and their mutual influence than to the teaching about "exotic" cultures.

25. In this connection it was pointed out that the study of other cultures does not necessarily relate to other countries. Other cultures are found even in the same country. While some societies continue to be rather homogeneous, others rapidly change through the effect of international mobility into multiethnic, multinational and multicultural societies. The trend of migrant workers presents only one example of this kind. The meeting welcomed therefore the new cross theme proposed by the external evaluators, i.e. "intercultural/cross-cultural education", recommending however that only the term "intercultural education" should be introduced.

26. The second cross-theme proposed by the evaluators, i.e. "Co-operative development education" was accepted in principle. The evaluators defined this term to mean: "education through which children and young people will develop positive attitudes and participate ... in projects and other activities contributing to such development. The meaning of 'development' should be understood broadly to include social and cultural development as well as the more easily identifiable economic goals which many governments and nations espouse ... Co-operative activities within the family, the classroom and the community, where students are most likely to be personally involved, can be related to broader issues of co-operation within nations and between them. This new emphasis should be used as the main integrating concept for activities intended to explicate the role of the United Nations and its related organizations and in dealing with the relationship of Man and the environment". It was, however, felt that the title will not be understood in many countries and that a new title should be sought as well as a clearer definition. On the other hand an additional area of study was suggested: "Interdependence between peoples and civilizations" with emphasis on the recognition of the ability of peoples and countries to co-operate in the solving of mutual problems.

27. Still in connection with the study of other cultures the meeting examined the need to teach about the role of traditions, both social and cultural, in modern society and how we can integrate these traditions into a modern scientific society. It believed that to understand a society or a culture you must also understand its traditions and recognize the conflict which often exists between progress and the preservation of a tradition-based cultural identity. In this context mention was made of the importance of history teaching and the comparative study of arts and literature.

28. Participants also considered furthermore the possibility of studying the role of science and the effect it has on modern society, the problems it brings and the achievements it has made. It was stated that inventions could not be restricted to the country of origin and the benefits should be world-wide. The need for the transfer of knowledge and technology from industrialized to developing countries has been a question of international debate during the last years, and should be suggested to schools for study.

(3) Methods

29. The meeting stressed the importance of seeing education as an integral part of school life, permeating and influencing all facets of the school. An Associated School should in itself, be a reflection in its own community of the lessons which it is aiming to teach. (The school itself must be an understanding society.) It is important that the school accept the responsibility of being considered and accepted within the local community as an institution promoting the ideals of international understanding, co-operation and peace.

30. While acknowledging that all subjects, especially social studies, have contributions to make to the teaching about international issues, special reference was made to the responsibility of Associated Schools to further interdisciplinary or multidisciplinary teaching methods permitting co-operation among teachers and students and involving the local community. Particular mention was made of problem- and action-oriented study programmes and the utilization of active methods, e.g. the "semaine intégrée" or "project week" (whereby a particular theme or issue is studied through an interdisciplinary approach by students during an entire week) which is now being developed in many countries.

31. The meeting discussed the relation of cognitive and socio-affective approaches and examined the evaluators views on the role of "socio-affective" methods in teaching. While agreeing that socio-affective methods provide students with skills which foster human relations, interpersonal communication, etc., it was felt, however, that these methods constitute only one of the components of the educational methodology to be used. What is needed in teaching international issues is a balanced approach (both cognitive and affective learning) adopted to the specific needs of the age-group concerned.

32. It was pointed out that the teaching methods used by Associated Schools should be co-ordinated with the methods generally used within the educational system of the country. While agreeing that Associated Schools should explore new methods, mention was made of the desirability of introducing these methods whenever they proved successful, into other schools. In order to facilitate the sharing of experiences such teaching methods should be selected which could easily be adapted by other schools. It was also agreed that educational methods and content should be flexible enough and open in order to help teachers and students to have a readiness to face up to the unexpected and the unforseeable.

33. It was stated that the educational methods used by Associated Schools must be dynamic and attractive in order to motivate students to participate actively in the prepared activities being promoted. Extra-curricular and community-related activities should also be encouraged. The use of audio-visual material (films, posters, photographs) was considered as vital to heightening the impact since for many schools it is not possible to send students and teachers to visit other countries or to organize exchange programmes.

(4) Material

34. The meeting stressed the importance of having adequate and appropriate teaching material for education for international understanding, co-operation and peace. These materials should not only contain updated and correct information but should also be presented in such a way that it can be understood by the different age-groups. There is a need for constant revision and evaluation of textbooks and teaching materials, which could - where the study of other countries and international relations is concerned - be done in the framework of bilateral or multilateral co-operation between interested countries.

35. As many of the themes studied by the Associated Schools are comparatively new it is inevitable that Associated Schools will have to prepare their own teaching materials and in doing so they may wish to base them on the information and literature they receive from Unesco, National Commissions or other sources. The participation of Associated Schools in producing teaching and learning materials adapted to the local needs and often at a low-cost level was considered as one of the strengths of the Project. Every initiative to produce self-made teaching materials and modules within the Associated Schools Project should be encouraged. Unesco and national authorities should, however, review the possibility of contracting some effective schools so as to assist them in the preparation of such materials and to diffuse them both at the national and regional levels. Teacher-training has a specific responsibility to enable teachers to prepare some of their own material and to evaluate it accordingly.

36. Special reference was made to the importance of audio-visual and graphic material (films, posters, photographs, etc.). Unesco and the United Nations agencies were requested to provide within their programmes of public information more materials for educational purposes. The Office of Public Information of Unesco should contact specialized institutions and agencies to produce pedagogical

material for use in the classroom and an education officer should be attached to OPI to ensure the production of such material. It was stated that most of the information material produced by the various United Nations agencies is used by educational institutions any way and this justifies the production of more teaching material. National Commissions or other national authorities should be more equipped to translate existing United Nations materials into national languages.

37. The Unesco Courier was considered to be very valuable to Associated Schools but sometimes teachers have difficulties in using it in the classroom. It was therefore suggested that the circular "International Understanding at School" should include some pedagogical notes relating to past and future issues of the Unesco Courier.

38. The United Nations agencies should co-operate more closely in the production of educational and information material. Efforts should be made to ensure that material produced by other agencies is in all the official United Nations languages (Arabic, Chinese, English, French, Spanish and Russian) and is distributed systematically to Associated Schools. Unesco should produce some basic material on learning about the Organization and its main fields of action (e.g. struggle against illiteracy, preservation of cultural heritage, earth sciences, man and the biosphere), which would also help schools to develop their own materials. (A basic information brochure replacing "Looking at Unesco" is needed.) Throughout the discussion emphasis was laid on the need for the produced materials to be appropriate and acceptable to both teachers and students. A strong appeal was made to Unesco that it should encourage and assist Member States in the translation of the Organization's publications into national languages.

39. The meeting agreed to the recommendations contained in the evaluators' report, namely:

material containing a detailed description of teaching practices, together with evaluative information, could be of great utility as a teaching aid by providing teachers with examples and models they could experiment with in their classrooms;

specific attention should be given to the development of teaching aids in the field of human rights education, especially racism. In all countries there is a strong demand for graphic materials, particularly posters and photographs;

teacher-training institutions in the Associated Schools network should be encouraged when possible to develop teaching materials for use in both primary and secondary schools;

regional co-operative development of teaching materials should be strongly encouraged, for example, through regional workshops, whereby material would be contributed and exchanged between participating countries;

efforts should be made to obtain as much Unesco and United Nations material as possible and whenever necessary, to produce national language versions of them.

40. Finally it was recommended that Unesco, National Commissions and other national authorities should encourage the exchange of material and equipment both at the national and international levels, in order to help less well-equipped schools to fulfil their task in the field of education for international understanding and peace.

B. Educational research, experiments and evaluation techniques

41. Participants felt that if the Associated Schools Project is to achieve its objectives it must be accompanied by educational research to enhance its content, methods and materials and improve its results. This research should not be purely theoretical but should include teachers and educators who are taking part in the Project. Universities, institutes of pedagogy and other specialized bodies should be encouraged to become more actively involved in the Project for it is obvious that if Associated Schools are to carry out the experimental/experiential activities expected of them, they need to receive assistance from research institutes.

42. Participants recommend that Unesco carry out research which will contribute to the design of general guidelines and instruments which could enable teachers to understand better the educational process of infusing education in the light of education for international understanding in the classroom and help them to analyse and self-evaluate the effectiveness of international education. Suggestions should also be provided to teachers on how they can report on their classroom experiences so that their results can be shared with others both nationally and internationally. It was proposed that these general guidelines drawn up by Unesco should be elaborated further by national authorities in order to take into account local and national situations.

43. Other areas of research needed were indicated:

(i) the impact of Associated Schools on the school system and how it can be enhanced;

(ii) the planning, conduct and evaluation of interdisciplinary projects such as the "project weeks" indicated earlier;

(iii) the contribution to and effects of in-school and out-of-school activities in international education;

(iv) the relationship of national identity to international understanding;

(v) how the four main themes of the Project can be studied more effectively.

44. As concerns experimentation it was felt that it was often difficult for Associated Schools to carry out purely scientific experimentation, but they have undertaken considerable experiential activities which have contributed to curriculum development and innovation and they should be encouraged to continue to do so. In the field of education very often new ideas have come from the grass-roots level, i.e. the schools themselves.

45. It was suggested that other divisions of the Unesco Secretariat use the network of Associated Schools for the purpose of experimentation, i.e. in the fields of science, culture, etc. Likewise many Associated Schools would probably be interested in such collaboration and which goes beyond the task of promoting international education.

46. Experimental and experiential activities should not only be carried out at the national level but also at the regional level.

47. With regard to evaluation, participants expressed their appreciation of the in-depth evaluation on the Associated Schools Project carried out in 1979-1980 by the external evaluators and under the auspices of Unesco. They deemed it to be most useful and the evaluation report should be widely diffused. An evaluation at the international level is required at regular intervals and the results should be submitted to international conferences on the Project.

48. It was also stressed that evaluations should be regularly carried out at both the national and institutional levels in order to make continuous improvements. The shortcomings of evaluating Associated School activities by only professional evaluators were underlined and it was strongly urged that teachers receive some type of pre-service or in-service training to enable them to make self-evaluations of their teaching.

C. Ways and means to develop the Project at the national level

49. The success of the implementation of the Project depends primarily on how it is implemented at the national level - hence, the necessity for national strategies which should include the following:

the development of a national network of Associated Schools which permits communication and close co-operation among them;

a co-ordinating mechanism which could consist of an individual person, a committee, the Unesco National Commission for Unesco, etc.;

financial, human and moral support from the national authorities in order to enable the co-ordinating body to assume its leadership role;

Associated Schools should be asked to fulfil minimum requirements as a pre-requisite to taking part in the Project which could compromise the obligation to report on an activity at least once a year, and the sharing of experiences with other schools in the community, etc.;

the periodic conducting of national workshops and seminars of Associated School representatives (including teachers and principals);

joint Associated School activities should be carried out on a particular theme, such as was often the case on the International Year of the Child;

the results achieved by Associated Schools should be broadly diffused by means of workshops, news bulletins, publications, the mass media, etc.;

whenever possible, the Project should also contribute to the renewal of education in general;

Member States should also convene subregional, regional and international workshops of Associated School representatives on particular areas of concern.

D. Ways and means to develop the Project at the regional level

50. Once the Project has become operational at the national level, measures should be taken to establish regional linkage. Action at this level could be greatly helped by a more active role played by Unesco Regional Offices for Education. It was noted that suggestions have already been formulated along these lines at the recent regional seminar of Associated School representatives which took place in Buenos Aires, Argentina, in June 1980.

51. Participants suggested that regional seminars, meetings and training courses be organized in all regions at regular intervals not only for national co-ordinators but for teachers actively engaged in the Project. Member States should be encouraged to take such regional initiatives. Exchange programmes between schools (both for teachers and students) should also be promoted.

52. Participants pointed out that co-operation between Associated Schools at the regional level could enable contacts to be made between teachers and students belonging to countries with different ideological and political systems and should therefore be sought whenever possible.

53. The Regional Unesco Education Offices could facilitate the preparation of teaching materials to be used in specific regions and it was pointed out that at present there is a particular dearth of such material in Arabic. The co-production of material should be sought whenever possible. Regional Offices should also provide consultant and advisory services to the Project, and regional advisers in international education should be appointed.

54. Bilateral and multilateral consultations among nations in the region concerning the improvement of the content of textbooks (e.g. geography, history and social studies) with regard to international education should be organized and supported by Unesco.

55. In order to strengthen contacts between regions, interregional co-operation in the Project was advocated, e.g. representatives from other regions should be invited to attend regional meetings.

E. Ways and means to develop the Project at the international level

56. Participants welcomed the convening of an Intergovernmental Conference on the implementation of the Recommendation on Education for International Understanding in 1982 and recommends that the Associated Schools Project be one of the main items on its agenda. They also supported the suggestion to hold the first international congress on the Project in 1983 and hopes that it will receive wide support from Member States.

57. International fellowships were considered as a useful means to further co-operation between different regions but it was suggested that the candidates for such fellowships should be carefully selected and be actively involved in the Project. The organization of group study tours of teachers coming from different regions was urged. International seminars for Associated School teachers should also be regularly convened on specific teaching issues for example on the study of the United Nations system and such meetings could most usefully be held at the Headquarters of the United Nations and its Specialized Agencies such as Unesco, FAO, WHO, UNIDO, etc.

58. Unesco should prepare a manual in different languages to help Member States and teachers implement the Project.

59. Participants wished to acknowledge the fine work which has been carried out by the Unesco Secretariat in implementing the Associated Schools Project. However, in view of the magnitude of the task at hand, it was recommended that both the financial and human resources of the Secretariat be increased in order to enable the Organization to further the Project accordingly.

II. SUGGESTIONS FOR INTRODUCING SIMILAR ACTIVITIES INTO CERTAIN ESTABLISHMENTS OF HIGHER EDUCATION

60. The meeting discussed under item 5 of its agenda the question of how to introduce similar activities into certain establishments of higher education. Participants based their discussion on part D of the evaluators' report and on the report of the consultation on the extension of the Associated Schools Project to the University level, held in Paris in 1977, (Ref. ED-77/WS/136).

61. In accordance with the discussion on the previous items participants recalled the need for the further development of the Project to undertake more research on the implementation of the Project, to intensify in-service teacher-training programmes and to prepare adequate teaching material. In order to achieve these objectives co-operation between schools and specialized institutions of the higher education level is essential. Mention was made by several speakers that already university institutes, educational research centres and teacher-training colleges have contributed effectively. The meeting recognized therefore the important role of higher education institutions for the furthering of the Associated Schools Project and for the implementation of the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms.

62. On the other hand, it was pointed out that the Associated Schools Project got its vitality on account of the role that it plays in the community and because it was centred on the direct contact between teachers and students at school. The main objective of the Project is to improve, by experiential and innovative programmes conducted in the participating schools, the existing curriculum in the field of educational content, methods and materials, and the meeting felt that this goal should remain the central objective of the Project. Higher education institutions, however, can help to reach this educational objective and should be invited, wherever possible, to lend their assistance to the Project.

63. Different views were expressed on the question of strategies to be applied for the association of higher education institutions to the Project. While some participants felt it necessary to launch a strong appeal among universities and other higher education institutions to join the Project others called for a cautious and selective approach. It was said that due to the limited funds available and to the need to strengthen at present the existing network, only those institutions in the field of higher education should be invited which could effectively contribute to the improvement of the Project. The meeting recommended that this question should receive further study and the decision should be left to the national level in order to find the most adequate ways of co-operation with the higher education level.

64. Some participants introduced the idea of changing the name of the Project because they felt the existing one was restrictive. "Global education network" or "Associated Institutions Programme in education for international understanding" were two examples of possible changes. Participants felt, however, that the present name of the Project was widely known and accepted and that any change needs thorough deliberation on its positive aspects as well as the negative ones. This question might be raised again at the proposed International Congress of Associated Schools Representatives in 1983.

CONCLUSION

65. The meeting concluded its work by a strong affirmation of the objectives, achievement and role of the Project in contemporary society and its relevance to the great problems of our time. The following statement was unanimously adopted.

FINAL STATEMENT

THE ASSOCIATED SCHOOLS PROJECT AND THE EDUCATION OF THE FUTURE

As the Associated Schools Project approaches its fourth decade of service to the world's educational community, we reaffirm our commitment to its goals of strengthening international understanding, co-operation and peace. At the same time, we dedicate ourselves to its renewal and further development as a major educational force for building the defences of peace in the minds and hearts of all peoples and for the evolution of a new world community based on justice, humanity, and harmony with the environment.

In these times, the emerging concept of lifelong education and the new opportunities created by the revolutionary technologies of communication offer the promise of joining education, science and culture together in a new enterprise to liberate the human spirit, to enrich the minds of all persons, and to project human values in the service of international co-operation and peace. The new goals of the education of the future recognize the integrity and diversity of cultures while seeking the universality of thought and embracing the common values and tasks of humanity.

The education of the future providing for a person's entire life span must be directed towards his or her fulfilment as a total person, as a creative worker, and as a member of society at national, regional and global levels. Educational programmes and processes must be related to the needs of the human community in a rapidly changing future and underscore a resurgence of our common human values.

We stand at a critical point in history. We are witnessing for the first time the emergence of a global civilization based on the diversity of cultures and societies. But our technology has far outstripped the capacity of our social institutions to cope with it and both pose a striking challenge to those values which guide all of us in our response to the awesome global problems of conflict, injustice, disease and poverty.

The Associated Schools Project of Unesco as a voluntary world-wide network of some 1,400 schools in over 70 countries has achieved a remarkable record of helping teachers and students to understand better these awesome problems and the efforts of the international community to deal with them. But its work is only beginning. The challenges to international co-operation and peace which lie ahead are still greater than in the past 30 years and require far more determined efforts to enlist the world's educational community in the cause of peace and justice.

We therefore call upon the Member States of Unesco, the students, teachers and administrators now participating in the Associated Schools Project, and all who share our desire to build a new education for the future dedicated to justice, humanity and harmony with the environment. Let us embark together on the exciting enterprise of implementing the Unesco Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms through an expanded and reinvigorated Associated Schools Project.

ANNEX I

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